

**Current Strategic Directions
Formally Articulated
Over the Past Three to Four Years**

**Office of Institutional Planning & Research
May 1993
(Updated December 1994)**

The purpose of this document is to provide a planning tool which will allow for the review, analysis and synthesis of the numerous paths which the University has endeavoured to take to fulfil its mission.

This document contains a list of directional statements from all sectors and various members of the University community and was developed originally in May 1993 as part of the Concordia University Senior Management Team Planning Handbook. At that time brief excerpts were selected from 50 University documents from the preceding three to four years.

In December 1994 the list of directional statements was revised to provide updated material to be included in the information package for the Academic Planning and Resource Management Programme Review Committee. Several University documents, from May 1993 to the present, were reviewed and excerpts containing directional statements were extracted and added to the original list from May 1993.

A reference list of all University documents reviewed follows the list of directional statements. The first 50 items on the reference list were reviewed in May 1993 and all items numbered 51 and on indicate documents that were reviewed for the updated version in December 1994.

The statements, some quoted verbatim, were selected because they indicate a commitment by the University to pursue a particular strategic direction. Most of the statements describe plans, goals or objectives at the sectoral level and do not contain much operational detail. Some depict objectives at the Faculty or departmental level, but indicate an institutional obligation which merit that they be considered when the University formulates its strategic plans.

The statements were analyzed and organized under headings that best summarized the themes which emerged. Because of the general, institutional nature of the themes, there is some overlap and many statements could be grouped differently or under several headings.

Planning and Identification of Institutional Priorities

We shall continue to make progress with respect to implementing a comprehensive and integrated planning process, including all sectors of the University.

The approach to planning will include the establishment of a process for determining directions, setting institutional priorities, establishing action plans and monitoring activities for the short, medium and long terms.

Plans and priorities developed in the academic sector will inform the other sectors, guide the University budget process and direct the way in which available funds are allocated.

To meet educational requirements across programmes and across Faculties, academic units at Concordia are committed to open and co-operative strategic planning among and between Departments, Centres, Faculties and the academic, service and finance sectors of the University.

To facilitate the enhancement of the quality of all facets of Concordia's academic life, all academic units, including Research Centres, that report to the Vice-Rector (Academic) will undergo periodic appraisals. Recommendations, responses and comments resulting from the appraisal process will be used in developing and updating strategic plans and priorities and will provide a basis for resource allocation for the unit, the Faculty and the University.

Under the leadership of their Chairs, Directors, Principals, etc., each academic unit is developing a process for strategic academic planning for the unit for a period of 5 to 10 years. Working with these academic leaders and the units, the Deans will develop a process for the integration of the unit plans into strategic plans for the entire Faculty and the School of Graduate Studies. Subsequently, based on the above-mentioned plans, the Vice-Rector (Academic) will produce an integrated strategic academic plan for the entire academic sector.

The University needs to complete the implementation of the components of the Management Information System (MIS) and begin integration of management practices and processes with the MIS system.

If the University is to realize the major benefits that were promised and expected from the new MIS, issues related to organizational renewal, the provision of effective and timely management information, module integration and a sustained focus on process improvement must be

addressed.

Extension of the MIS will continue in the areas of the Library, Human Resources, Advancement and Student Administrative Services.

Teaching, Research and Scholarship

The goals of the University are to attain the highest possible standards of academic excellence in the pursuit and dissemination of knowledge, to be achieved principally through teaching, research and community service, and to maintain a strong tradition of both full-time and part-time education and to preserve a high standard of education and service to the Montréal community.

The first duty of the University is to ensure that its academic priorities remain paramount, particularly with regard to the quality of instruction and research, and preservation of academic freedom.

The Concordia community is committed to the continual pursuit of academic excellence through increasing the quality of students whom we attract and retain, enhancing the quality of the professoriate and improving the quality of our academic programmes.

Concordia is committed to improving its quality of teaching and learning.

To ensure that teaching is considered of equal value with all other duties and responsibilities of the professoriate, it has been recommended that the definition of "scholarship" be expanded to include the scholarship of teaching and teaching-related research activities.

Innovative Teaching Development Grants are awarded to encourage faculty members to initiate innovative projects designed to improve the quality of teaching and learning.

The presence in larger numbers of full-time professors, who are able to devote their total efforts to teaching, supervision and research, is essential to the development of our intellectual life. We should consider setting the goal of achieving a ratio of full-time to part-time faculty which would be much closer to 70-30 than the current ratio.

In the hiring of new faculty, careful attention will be paid to teaching skills in evaluating candidates.

New teaching methods, technologies and delivery systems need to be brought to the attention of faculty and pedagogical support services for faculty encouraged and strengthened.

Academic units at Concordia are committed to offering a schedule of courses adequate to meet programme requirements specified in the Undergraduate and Graduate Calendars.

Modifications to the course offering, in range or capacity, that will have an effect on students in non-departmental programmes will be avoided wherever possible in order to ensure that a sufficient number of course/seats remains available for students seeking electives.

It is important that Concordia continue to improve its research profile, both in terms of external funding and in the number of faculty actively engaged in research.

In order to enhance research at Concordia, the University should consider strategies which would build upon our current strengths, build upon emerging strengths and facilitate the continued development of units aspiring to become units with strong research profiles.

Concordia will continue to develop partnerships and seek research opportunities with the business community and other universities.

Strategies will be developed to improve the infrastructure support of research, as well as the acquisition of capital equipment and additional research space.

The Faculty Research Development Programme and the Seagram Fund for Innovative Research have the potential to increase faculty involvement in research.

The University will continue to work on developing institutional priorities with respect to international academic cooperation.

The University has the responsibility to encourage invention and to make the results thereof available to the society which supports it. The discovery of patentable inventions is not a basic purpose of university research, nor is it normally a condition for support of such research.

Concordia is committed to ensuring that the highest standards of academic and scientific integrity are respected within the University.

Concordia is pursuing the development of policies and programmes dealing

with issues of ethics and conflict of interest.

Interdisciplinarity

The Faculties and the School of Graduate Studies are committed to the concept of interdisciplinarity and are actively seeking additional opportunities for their students and faculty members to experience interdisciplinary studies.

Undergraduate Education

Concordia is committed to and cares about quality undergraduate teaching.

The development of new programmes at the undergraduate level will continue, in response to identified needs and priorities.

There is interest in continuing the expansion of the University's cooperative programmes.

The University is prepared to offer off-campus education wherever there is sufficient demand, provided that qualified instructors are available.

The Centre for Continuing Education provides opportunities for life-long learning and expands access to members of the urban community in which Concordia is situated.

The Director of the Centre and the academic deans will investigate the proposed integration of the Centre into the mainstream of the University's academic life. The feasibility and the desirability of offering certain credit or part-credit programmes will be examined.

Graduate Studies

An institution-wide perspective will be brought to all post-baccalaureate endeavours.

The School of Graduate Studies (SGS) will articulate the concept that Concordia University is much more than a collection of unrelated individuals and academic units. Rather, it is an interactive, interdependent whole which is greater than the sum of its parts.

The graduate programme repertoire will be enriched through the promotion of interdisciplinary studies and other open, flexible and pluralistic approaches to knowledge.

The SGS will take primary responsibility for defining and supporting graduate education.

The SGS will strive to accomplish its mission by securing active engagement of qualified and experienced graduate faculty in student supervision, teaching and research.

The SGS will take an active role in representing the University to the community at large on matters related to higher education and advanced training.

The SGS aspires to increase the number of graduate programmes.

The University will recruit and retain more graduate students.

The University's clear academic priority is to bring about a significant increase in enrolments at the graduate level. It is therefore in the best interests of the University as well as the students to reduce the average length of time required to complete graduate degree programmes.

Increased funding, in the forms of fellowships and teaching assistantships, has been identified as a top priority.

Mechanisms should be developed to provide funding or resources to departments that are able to attract graduate students but are unable to provide sufficient financial support or facilities to retain these students.

The best possible academic and physical environment will be provided for graduate students.

In particular, graduate students need enhanced computer and library facilities.

University-wide norms will be established for admission to, progress in and completion of graduate work.

Enrolment Management

Enrolment Management has been acknowledged by the Concordia community, including the Senior Management Team, as both an academic and an

administrative responsibility. DGERU projections have called for a decline in enrolment and Student Administrative Services' projections call for reductions in headcounts and FTEs unless some action is taken on the retention of students.

Student recruitment and retention will be considered in academic planning and academic appraisal.

Retention will be a major focus of enrolment management in the near future.

Within retention, academic advising has been identified as a key issue.

It has been agreed that Concordia will work to keep enrolment stable while focusing on the following goals:

1. Increase the number of women in under-represented areas;
2. Increase the number of francophone students;
3. Diversify the student base;
4. Increase the enrolment of out-of-province and international students; and
5. Increase the quality of students whom we attract and retain.

Library and Information Services

There is a need to improve library holdings in almost all disciplines and to support interdisciplinary studies.

The University cannot rely solely on the operating budget to achieve this. Rather, it must seek more diversified funding sources to increase the library acquisition budget.

The Concordia Libraries will continue to expand and develop library automation programmes allowing users greater access to holdings and databases and enabling users to network with other libraries and external databases.

The University is committed to providing computing support to its major projects while at the same time continuing to provide high quality service to students, researchers and administrators.

The opening of the new library building, the associated movement of departments around the University, the renewal of major Management Information System modules including the Student Information System, and the introduction of full-scale library automation require Computing Services to narrow its focus, concentrating efforts principally on these projects.

The University recognizes voice communication via the internal and public telephone switched networks as a basic element and requirement of the learning, research, and administrative goals of the community. Hence, this type of communication is considered to be an infrastructural item, and, in all permissible situations, shall be funded from a centrally managed budget.

Facilities

Whenever and wherever possible, opportunities should be created to enhance the quality of existing teaching and research facilities. Efforts should be made to ensure a quiet and clean environment which is conducive to teaching and research.

Adequate study space should be provided for undergraduate and graduate students.

The University will increase the ratio of owned to rented space. Specialized facilities should be housed in owned rather than rented space.

Should new academic facilities be created, they should incorporate the features of "intelligence" into the building relating to energy utilization, operation of the building, safety and security.

Maintenance, structural repairs and upkeep of owned buildings are not optional.

Renovations to the Hall Building will proceed, financed with funds received from MESS in 1992-93.

The University should attempt to get funding for other major renovations.

Concordia is waiting for a response with respect to requests re the following capital projects:

- Centennial Building renovation (Loyola Campus)
- Mechanical Systems (Hall and VA buildings)
- Upgrade of Ventilation Systems (Hall Building)
- Renovations to the Drummond Science Building
- Disabled Access Programme

Other priority requests identified by the Physical Resources Planning and Development Committee are being prepared for submission to the Government. These projects include:

- Retrofit of the McConnell Building

Retrofit of the Hall Building
Retrofit of laboratories (Hall Building)
Removal of underground storage tanks

The University will continue to pursue plans to improve Student-Life facilities.

Strategies are already in place to expand athletic facilities on the Loyola campus.

Efforts are being made to improve the quality of life for students living in the residences.

Concordia University will close its Loyola Campus Langley Hall residence as of June 1, 1995. The University is also studying the future of its other Loyola campus residence, Hingston Hall.

It is academically imperative to complete the consolidation of the Psychology Department on the Loyola Campus as quickly as possible. The completion of the move will, in turn, free space in the Hall Building for Engineering & Computer Science.

Ensuring a Safe and Secure Environment

Concordia will continue and intensify its work in addressing problems of violence, harassment and disruptive behaviour.

In order to ensure adequate security on campus, the University will invest funds to increase its capacity to respond to real and perceived dangers.

A safety audit of the entire campus is in progress.

The University will develop and implement a comprehensive programme so that teaching, research and community activities can take place in a safe and healthy environment.

The University will ensure that academic and service departments and individuals working and studying within the University are made aware of the health and safety responsibilities incumbent upon them and of the resources available to assist them in carrying out these responsibilities.

Academic departments will be encouraged to consider safety issues during the self-appraisal stage of the Academic Appraisal Process.

A task force is reviewing policies pertaining to rights, responsibilities and behaviour of all members of the University community.

Creation and Maintenance of a Superior and Dedicated Workforce

Concordia is committed to creating a fair, equitable and stimulating working environment consonant with the mission of the University so that it becomes the place of choice to work.

The University must plan for recruiting, hiring and retaining excellent new faculty and staff to replace those who are likely to retire over the next decade.

We need to develop mechanisms for integration of part-time faculty, new faculty and new staff into the Concordia community.

Hiring policies must provide mechanisms to ensure a balance of both internal and external employees. There must be career development opportunities for current employees while at the same time allowing the flexibility to hire external candidates where appropriate.

The University will ensure that collective bargaining which is due to occur during the year, proceeds in as timely, effective and harmonious a manner as possible. For example, this applies to collective bargaining rounds with the Faculty Association (CUFA) and the Support Staff Union (CUSSU) and the development of an evaluation-merit award system to serve as an incentive for employees.

Recognition of Diversity

Concordia seeks to maintain a heterogeneous mix of students, faculty and staff because of the belief that education is inherently richer if it takes place in such a diverse environment.

Concordia recognizes that educational equity is essential to academic excellence.

It is essential that the University community is free of systemic or evidential discrimination.

It is assumed that all facilities will become accessible to the disabled.

Efforts should be made to provide adequate child-care facilities for all

members of the University community.

Concordia is committed to full implementation of employment equity.

The University will endeavour to recruit and retain employees from the four designated groups ie., women, aboriginal peoples, visible minorities and disabled persons. The overall objective is to achieve a diversified workforce that matches representation as determined by external availability statistics.

The University is determined to increase the participation of women in the life of Concordia University.

The commitment to address the problem of under-representation of female faculty and staff members has been identified as a priority.

Concordia will continue to promote the concept and practice of inclusive language.

Senate and the Board of Governors have approved a policy to make Concordia degrees gender-neutral.

Concordia has embarked on a major programme aimed at native students to be administered by the Concordia Council on First Nations Education.

Language

Concordia will increase its capacity to operate and serve its students and the community in both English and French.

Opportunities with respect to scholarship and research, fund raising, student recruitment, government and community relations, etc. will depend on our ability to function effectively in both French and English.

For the University to be responsive to Montréal's bilingual and multicultural environment, it is essential that local academics and professionals who understand the unique nature of Québec society as well as the diversity of Montréal's population are represented in Concordia's workforce.

Quality of Student Life

Concordia University supports and promotes a student centred view of education which recognizes that intellectual development and personal growth are intimately

connected.

The University must rededicate itself to students. The University exists for them and because of them. Students are at the centre of what the University exists to do.

The University is dedicated to creating a positive learning environment which values diversity and minimizes anxiety.

Student Services has outlined the following strategic goals:

- Inclusive, participatory and consultative management which reflects the Student Services culture and mission;
- Partnerships with students and the Academic Sector in order to "bridge intellectual development with personal growth";
- Develop a body of knowledge about students; and
- Focus on attaining adequate human, physical and financial resources for the Student Services mission.

Concordia provides access for students of advanced age and non-traditional academic background and aims to integrate them into our traditional educational process.

Needs of mature and part-time students should be taken into account when allocating facilities, distributing services and scheduling courses.

While there is support for strengthening the summer schedule pedagogically, there is not, at the present time, an overwhelming consensus of opinion at the University for moving in the direction of a full trimester system model.

Fostering a greater sense of belonging for students could be accomplished by continuing to improve orientation and academic advising, and by humanizing the physical infrastructure of the institution.

Service to the Community

We must play a role both as social critics and intellectual leaders within the community.

Concordia has emerged as a national leader in addressing problems of violence and disruption on university campuses. The University will continue and intensify work in this area.

Through its recycling and waste management programmes Concordia aims to educate its students, faculty and staff with respect to environmental issues in the University and beyond.

Communication and Effective University Governance

Collegiality needs to be encouraged in the management of the academic administration of the University.

There are initiatives under way on the part of some of the Faculties to review the organizational structure of their particular Faculty in order to encourage better communication and collegiality.

We will endeavour to improve communication at all levels and across all sectors of the University.

It has been suggested that a committee of Senate explore the development of an information exchange system on matters academic to promote better communication of such issues throughout the University.

Members of the University community need to be better informed about university affairs.

To further the mission and objectives of the University, various measures to improve communications and understanding between the Board of Governors and Senate will be explored.

We are in the process of re-examining the various administrative structures that govern the University.

Existing structures and procedures need to be reformed in order to facilitate more effective consultation with, and participation of, faculty members in University governance.

A Task Force on Senate Reform is investigating strategies which will lead towards a more efficient and harmonious functioning of Senate.

An ad hoc committee of the Board of Governors recently examined Concordia's policies and procedures with respect to evaluation and search procedures for senior administrators. The final report of the committee was adopted in the Spring of 1994 and the revised policies and procedures are being used for the searches currently under way.

A committee is developing a code of ethics to guide all University members - faculty, students, administrators, staff and Board of Governors - on appropriate behaviour in relation to the University.

An action plan developed by the Board of Governors calls for commitment from all members of the University community, including Senate, Faculty Councils, unions, faculty members, staff and students, to work together with the administration and the Board to bring about an era earmarked by openness, fairness, dialogue and integrity.

Finances & Budget

Concordia is committed to repaying its deficit over a twelve year period.

The University's goal is to balance its budget within the context of retiring its accumulated deficit.

Even under the assumption of no cuts in government funding (not compensated for by increases in tuition fees) and of moderate increases in revenues due to student enrolments, the University has to achieve significant savings in order to meet its commitments in three areas: repayment of the accumulated deficit, salary increases and development.

The University must reduce current spending by a minimum of \$12 M over five years, and probably by more. Unless these savings are achieved, more drastic measures, such as a hiring freeze, will be required.

Savings of 10.5% in the Administration and Services areas (including Academic Services) are expected through efficiency reviews, with the goal of reducing costs while maintaining quality of service. In the balance of the academic sector, savings of 5.5% will be required.

Because over 90% of the Faculties' budgets are for salaries, savings required in the academic sector will have to come essentially through reduced non-regular faculty costs.

The allocation of the amounts to be saved in the Faculties will be done on a pro-rata basis in the first year (1994-95). For subsequent years, however, the allocation of the savings will take into account increases or decreases in student enrolments for each of the Faculties.

Once the savings have been apportioned, Faculties will have to determine,

through the budget process approved by SCAPP, how they will meet their targets each year.

Faculties should pay particular attention to increasing revenues. Should revenues for additional students, for the indirect costs of research and for the number of graduates exceed the projection, this would reduce the effort that needs to be made, or guarantee additional development.

With the recent introduction of a new policy on imputations (the allocation of direct and indirect costs to business units), the business operations that comprise ancillary enterprises, as well as Continuing Education, must meet their budgets and, indeed, generate additional revenues for the University through profits.

Beyond 1993-94 no new resources can be expected for many years, therefore new initiatives will have to be funded almost entirely by shifting existing resources to the new priority areas.

The budget process has been decentralized with the intent that each sector will make the choices for itself on the priorities it wishes to fund through a combination of reallocation and any available new resources.

Once the projected revenues and required expenses have been determined in the context of the financial objectives of the University (the Plan de résorption du déficit accumulé), the balance will be distributed to the sectors of the University in proportion to their budgets.

The guiding principle in the budget process is the centrality of the academic sector in the establishment of priorities for the University.

The Periodic Appraisal process has been accepted as critical in identifying the University's academic priorities and will be appropriately funded.

Additional revenues generated by the University will be invested in activities and not used to accelerate payment of the deficit. Also any savings in interest will be reinvested in the same manner.

Any increases in expenses for ancillary enterprises will be matched by the same (or possibly larger) increases in revenues.

It is important for the University to continue its efforts at diversifying its sources of funding. Funds raised through capital campaigns, annual giving programmes and other specialized efforts such as "Friends of the Library".

The University must strive to be efficient in order to generate the resources needed to fund new initiatives and projects identified by the planning process.

Given the centrality of the academic mission, the administrative and services areas should be required to save as much as possible.

Within the limits set by the government's funding policies, we need to continue to ensure that the University's operating budget remains in a surplus position.

The University will have to cut \$5.4 million from its budget during the next two years if it is to avoid a deficit.

Fund Raising and Image

The University is committed to promoting a strong image in the local, national and international communities in order to foster support for Concordia's mission, support recruitment objectives and to create a climate in which solicitations for financial support are well received.

Concordia, in promoting its image, will focus on its high profile faculties and programmes and its broad-based interdisciplinary approach to learning.

Concordia will develop procedures which will enhance its reputation as a research university.

Concordia will continue to support international academic cooperation to generate monies and international exposure for its faculty and students.

Concordia must be in touch with and responsive to the needs of Québec's cultural communities in order to develop strong links which will ensure their political and financial support.

The goals for Concordia's Image Campaign are:

- To attract interest from anglophone and francophone CEGEP students, students from other universities for its graduate programmes, high school students and mature students. A medium priority is given to international students and a lower priority given to immersion students. Indirect audiences of the campaign are seen to be Concordia students, CEGEP faculty, the media, employers professional groups and the francophone population.
- To attract support from alumni, CEOs, parents and Concordia staff and

faculty.

The focus of the upcoming marketing campaign will shift, in part, from presenting only successful alumni/ae, to including successful faculty and graduate students known for excellence in research and teaching.

It has been acknowledged that the University cannot rely solely on the operating budget of the University and the "whim of the government" to finance its needs.

The University will strive to increase the results of the Annual Giving Programme by broadening the base of contributions and by increasing the levels of contribution.

University Documents Reviewed (May 1993 and December 1994)

1. Faculty of Fine Arts: Self-Appraisal Dossier
2. Report of the Committee to Review the Faculty of Engineering & Computer Science
3. Report of the Committee to Review the Faculty of Commerce and Administration
4. Final Report of the Strategic Space Planning Committee submitted to the Vice-Rector, Services, July 8th, 1991
5. Various issues of the Concordia Thursday Report
6. SCAPP minutes and accompanying documents from the last two years
7. Senate minutes and accompanying documents from the last two years
8. Interim Diagnostic Report on Full-Time Faculty at Concordia University at May 31, 1989
9. Diagnostic Report on Female Administrative and Support Staff
10. CUFA agreement
11. Various policies from Policy Manual B (eg., Employment Equity Policy)
12. Compliance Review for the Federal Contractors' Programme
13. Dr. Kenniff's address to a joint meeting of the Board of Governors and Senate, October 30, 1989
14. Dr. Kenniff's address to a joint meeting of Senate and the Board of Governors, October 21, 1992
15. Satisfying Concordia University's Personnel Requirements: Development of Hiring Policies Responsive to the Stated Mission of the University
16. Setting a Framework for Future Student Recruitment Efforts at Concordia University

17. Enhancement of Research at Concordia University (US-91-2-D12)
18. Devis Pédagogique (1991)
19. Office of the Vice-Rector (Academic) - Academic Mission, Immediate Goals and Strategies, December 1, 1989
20. Mission Statements
21. Office of the Rector: Institutional Goals and Objectives, 1992-93
22. Report of the Committee on the Enhancement and Recognition of Teaching at Concordia University
23. The Appraisal of Academic Units at Concordia University, produced by OVRA, March 1, 1993
24. Balancing the Equation: Cultural Diversity at Concordia (Concordia University Task Force on Multiculturalism)
25. Security Report (Thursday Report Supplement)
26. A Communication Plan for Concordia University
27. Concordia University - Images in the Community
28. Provisional Budget, 1993-94
29. Table of Needs (US-92-10-D14)
30. Review of the Division of Graduate Studies
31. Enrolment Projections, 1993-94 (SAS)
32. Draft Report to the Vice-Rector (Academic) from the Study Group on the Role of the Faculty in Concordia's Future
33. "A Circle of Learning: The Path to Justice and Hope": Native Education at Concordia University
34. Student Services Strategic Goals (1993-1996) and supporting documents
35. Response to the Report of the committee to review the Division of Graduate Studies (August 1991)

36. Concordia University Undergraduate Calendar 1993-1994
37. Concordia University School of Graduate Studies Calendar 1992-1993
38. Long-Range Plan for Computing Services, approved by the University Computer Resources Committee
39. Dr. Sheinin's Presentation to the Concordia University Budget Committee: 1992-93 Budget Exercise, November 13, 1991.
40. Annual Report of SCAPP to Senate, October 15, 1992. (US-92-10-D2)
41. Letter from H. Brodie to Glendon College, April 30, 1993 (RE: Recycling Activities at Concordia University)
42. CUPFA agreement
43. Dimensions of Inclusivity in Academic Units: An Aid to Departmental Self-Appraisal.
44. Report from the Task Force on the Future Development of the School of Graduate Studies at Concordia University
45. Progress Report on the Activities of the Vice-Rector, Academic for the Academic Year, 1989-90
46. Academic Mission: Immediate Goals and Strategies - Office of the Vice-Rector, Academic (1990-91)
47. Tactics for the Implementation of the Academic Mission, Objectives and Goals for the Academic Year 1990-91
48. Progress Report on the Activities of the Office of the Vice-Rector, Academic for the Period June 1, 1990 - May 31, 1991: Draft #1
49. Progress Report on the Activities of the Office of the Vice-Rector, Academic of Concordia University for the Period June 1, 1991 - May 31, 1992
50. Objectives and Priorities for 1992-93 Academic Year for the Office of the Vice-Rector, Academic
51. Concordia University to Close Langley Hall Residence on Loyola Campus, Public Relations press release, November 15, 1994

52. Ad Hoc Committee Concerning the Trimester system - Final Report to the University Senate, September 1994 (US-94-10-D9)
53. Concordia University Operating Budget Committee, Special Meeting with the Office of the Rector, December 15, 1993 (OUBC-93-04-D1)
54. New Foundations, New Directions 1991-1993 Student Services (Thursday Report Supplement, November 11, 1993)
55. Office of the Vice-Rector, Academic Self Appraisal Dossier (Thursday Report Supplement, March 17, 1994)
56. Proposed Policy Statement on Educational Equity at Concordia, referred to Faculty Councils, May 1993 (US-93-6-D7)
57. Concordia University 1994-95 Provisional Operating Budget (BG-94-3-D18)
58. Concordia University Proposed Capital Budget for 1994-1995 (US-94-5-D8)
59. Various issues of Concordia's Thursday Report from May 1993 to December 1994
60. Summary of the Principles in a Financial Framework: 1994 to 1999
61. Report to Senate from the Academic Programmes Committee, May 7, 1993 (US-93-6-D8)
62. Telephone Services Policy - Proposal (US-93-10-D13)
63. Project Plan for Phase IV of the Development of the Concordia University Management Information System: Management Information Integration and Organizational Renewal (MIS Steering Committee, September 21, 1993)
64. Report of the Task Force on Senate Reform (US-93-8-D21)
65. Final Report and Recommendations of the Task Force to Review Policies Pertaining to Rights, Responsibilities and Behaviour
66. Concordia Institutional Marketing Campaign pamphlet
67. Senate Minutes and accompanying documents from May 1993 to September 1994

68. University Operating Budget Committee and University Budget Committee minutes and accompanying documents from May 1993 to October 1994
69. SCAPP minutes and accompanying documents from May 1993 to October 1994
70. Dr. Kenniff's address to a joint meeting of the Board of Governors and Senate, February 18, 1994
71. Dr. Kenniff's address to the Board of Trade of Metropolitan Montréal, January 1994
72. Code of Ethics; Revised Draft #6
73. Office of the Rector: Institutional Goals and Objectives, 1993-1994
74. Board of Governors Action Plan